DOCUMENT RESUME

ED 129 740 SP 010 453

AUTHOR Corrigan, Dean
TITLE Educating a Profession: For What Purposes?
PUB DATE Jul 76
NOTE 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (23rd, Washington, D.C., July 31, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Educational Change; Futures (of Society); Governance; *Human Services; *Professional Education; Professional Occupations; *Professional Personnel; *Professional Recognition; *Professional Training; Public Schools; Public School Teachers; Schools of Education; Social Services; Social Values; *Teacher Education; Teachers Colleges
IDENTIFIERS *CEPT Report

ABSTRACT

The Report of the American Association of Colleges for Teacher Education Bicentennial Commission on Education for the Profession of Teaching (CEPT) provides the basis of this discussion. Teaching is seen as meeting a basic criterion of a profession: that acts performed by members of the group deal with matters of life and death. However, several reforms are needed in public schools as well as in teacher education to meet this important responsibility. Twelve reforms in public schools are outlined; and the recommendations and assertations of the CEPT Report are discussed. These latter focus on the nature of professions and where teaching stands among them; career-long designs for teacher education; governance; individual and institutional quality controls; and resources. Starting with this basis, the future of teacher education -- new directions toward human services education--is discussed. The changing society demands a new kind of professional to concentrate on long-term and environmental effects of educational and social policies and programs. There is a need in human service agencies for trainer-teachers to design programs, teach, and evaluate educational progress for other human service professionals. The new preparation demanded for this is discussed as is a proposed new strategy for reform and a new view of accountability. (JMF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129740

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EDUCATING A PROFESSION:*
FOR WHAT PURPOSES?

by

Dean Corrigan
Dean, College of Education and Social Services
The University of Vermont
Burlington, Vermont 05401

*Keynote address delivered at the Twenty-third World Assembly of the International Council on Education for Teaching, Washington, D.C., July 31, 1976.

SP010 453

ACKNOWLEDGEMENTS

Educating A Profession, the Report of the American Association of Colleges for Teacher Education Bicentennial Commission on Education for the Profession of Teaching is referred to a number of times in this address. Therefore, a special note of appreciation is due the other authors of the CEPT Report. They are Dr. Robert Howsam, Dean of the College of Education at the University of Houston and Chairman of the Commission, Dr. George Denemark, Dean of the College of Education, University of Kentucky and Dr. Robert Nash, a faculty colleague of mine at the College of Education and Social Services, University of Vermont, who continually stretches my thinking on the issues. You will not find three more dedicated professionals anywhere. Because we wrote the CEPT Report together, our ideas became so entwined that it is, at times, hard to distinguish where my colleagues' ideas leave off and mine begin. Suffice it to say, the best ideas in this address I learned from them. However, I take full responsibility for what I say here today.

INTRODUCTION

You will notice that I have added three words to the title of this address: Educating A Profession: For What Purposes? Because this is an international audience, I believe a discussion of purposes will be more interesting for all of us than simply listing and analyzing the 52 recommendations and 24 assertions in the Report of the AACTE Bicentennial Commission. In my opinion, the construction of purposes is still the most important of all intellectual activities. Also, focusing on purposes allows me to expand on some concepts about the future of the teaching profession which I personally feel strongly about that are not fully addressed in the CEPT Report.

EDUCATING A PROFESSION:
FOR WHAT PURPOSES?

Along with twelve characteristics of professions listed in Educating A Profession, which were drawn from a variety of authoritative sources, one special characteristic was identified as basic in occupational groups accorded professional status -- the acts performed by members of the group dealt with matters of life and death. Some of the authors felt that teaching did not meet this basic criterion. Of course, the CEPT Commission vehemently disagreed with this view. We said:

"The tragedy is that most people do not recognize the life and death nature of teaching....Every moment in the lives of teachers and pupils brings critical decisions of motivation, reinforcement, reward, ego enhancement, and goal direction. Proper professional decisions enhance learning and life; improper decisions send the learner towards incremental death in openness to experience and in ability to learn and contribute. Doctors and lawyers probably have netiher more nor less to do with life, death, and freedom than do teachers. To deny the child the skills and qualities of the fully professional teacher exacerbates the assaults on freedom which much of mass education renders inevitable, and leaves to chance the kinds of interventions by teachers that open minds and enhance self-images. Therefore, the teaching profession must continue its negotiations with society in behalf of more perfect education for its children. Teaching is definitely a matter of life and death. It should be entrusted only to the most thoroughly prepared professionals."[1]

This is a basic assertion of the CEPT Report and it is the reason I feel a sense of urgency as I talk with you today on the reforms needed in public schools and colleges of education.

The Present Situation

In any nation that speaks of inalienable rights, the right to learn must be paramount. Yet that right, in its full meaning, has been denied to many children and youth because of mindless adherence to many unproductive teaching concepts and practices. Too many schools, in the suburbs as well as in the slums, are presently set up to produce "winners and losers." So many of our youngsters

are doomed to failure before they start. Their performance is judged against some preconceived average student - or the other 25 or 35 in their class - rather than their own achievement in relation to their own human variability. None of us as adults would continue to play a game we had no chance of winning, yet we expect some of our students to do this every day in school. Failure can be a learning experience, but mandated failure -- continuous confrontation with tasks personally impossible to accomplish -- is slow death. In many schools, especially in urban areas, bureaucracy, conformity and trivia hold sway and initiative, creativity, and individualism are punished. The hall pass, police guards, the "mass" study hall during school hours and the after school detention hall are the most visible symbols of this tyranny.

Too many schools are run like other custodial institutions (prisons being the most conspicuous example). As the CEPT Report states, "because they usually have overwhelming numbers of people and limited resources for individualized treatment, to defend themselves, custodial institutions organize and control life by rigid regulation and routines. Custodial institutions maintain close surveillance at all times to minimize incidents and to insure compliance. Even the physical environment is structured for control, for example, cells or cell blocks (classrooms), isolation (detention rooms). Because custodial institutions tend to be tuned to control and assume that everyone in them needs to be controlled, there is little time left for those who have learned to make choices and be responsible for them, or for creating the conditions which help all involved to learn to make choices -- and deal with the consequences -- in other words "learn to be free."[2]

In many ways, as the CEPT Report says, "the question of status within the hierarchy of professions is a false or non-issue. Status is a consequence of important conditions rather than an important condition in its own right. What the teaching profession needs is a set of conditions which are favorable to the delivery of professional level educational service."[3]

Unless we make the conditions for professionalism a reality in the public schools, teaching will not achieve professional status. That is why it is crucial that new directions in teacher education be linked with equally innovative directions in school improvement. Major reforms in one cannot occur without concurrent major reforms in the other.

Needed Reforms in Public Schools

As the Report urges, we must "re-school" not "de-school" society. Here is a list of some things we must do to make the conditions for professional practice a reality in 1976.

1. We must eliminate the labeling and classification of children, the social stigma that this labeling produces and the notion that schools ought to function as screening stations for other institutions (reversal of the social Darwinistic trend).

   Instead, we must develop schools based on the principle of "no rejects" -- schools based on the firm assumption that every human being has a right to an education and the right to be treated as a person: as a subject not an object, or a symbol on a chart or a category in a student grouping structure.

2. We must eliminate the marking system and the illegitimate comparisons it makes, the pressure it creates and the failure it produces.

   Instead, we must develop a continuous progress reporting system with diagnostic profiles describing each student's human variability, exceptionality, and intellectual-personal growth.

3. We must eliminate overcrowding and the resulting class loads, easy anonymity and shallow teacher-pupil contacts, and the objectivity model fostered by a mechanical approach to accountability, which prevent meaningful relationships from developin among administrators, teachers, students and parents and the "right answer syndrome" which discourages values clarification and risk-taking activities.

   Instead, we must develop the kind of personalized relationships between teachers and students in which students are free to say right out loud what they do not know as well as what they do know; a relationship based on the realization that academic freedom for teachers and students is reciprocal; one cannot exist in an educational community without the other.

4. We must eliminate curricular tracking and the caste system it fosters, and the grade level lock-step which ignores what we know about the ways in which unique selves develop.

   Instead, the educational setting should be organized so that students know what they can do to achieve a success experience and the methods used to differentiate instruction should be neither exclusively behavioristic nor cognitive, child centered nor discipline centered; they should be purposefully eclectic.

5. We must eliminate the inflexible and non-variable time schedule and the conformity it demands.

   Instead, the school must utilize the individual's own rhythm, own learning speed and own style of learning.

6. We must eliminate the paucity of curriculum options and the boredom it creates.

   Instead, the school must be integrated into the community and be an integrator of the community.

7. We must eliminate normative testing, the misinterpretation and misuse of intelligence, achievement and aptitude tests.

   Instead, we must develop criterion or domain-referenced evaluation systems in which the concepts of expectancy and capacity are related more to access to competent teaching and adequate educational resources than inherent individual learner traits.

8. We must eliminate the failure to take responsibility for progress achieved by all students the "push outs" as well as the merit scholars, while they are under our guidance.

   Instead, no matter how bad home conditions are, students ought to know and feel more at 3 p.m. than they knew and felt at 8 a.m., they should know and feel more in June than they did in September and certainly more in 1976 than in 1970; we must stop blaming the victims.

9. We must eliminate the stereotyped view of teachers as people who perform the same role 40 years after they start their careers as they did when they began.

   Instead, differentiation of roles both in schools and in a variety of human service settings should characterize teaching, and support systems should be established in which teachers share their specific knowledge and skills with other human service professionals.

10. We must eliminate the cruel, unreasonable, professional demeaning practice of corporal punishment and the hypocrisy of seeking to achieve professional status while being the only social institution in which it is still legal to beat human beings: the two are antithetical. (Even though the 1972 National Education Association Delegate Assembly voted to ask all states to abolish corporal punishment immediately, about half the states in this nation still have laws and/or regulations permitting its use.)

    Instead, we must exemplify the humanity we explicate: that might is not right, that students do not have to give up their civil rights when they walk into a schoolhouse, that children learn what they live and will not learn such values as love, compassion and justice if the schools make a sham of them. I know of no college of education which offers a course on how to beat children--it is an unprofessional act. Teaching will only become a profession when it stops using outmoded regulations to accommodate the inadequacies of some of its members, and starts using professional ethics and knowledge and skill in teaching and learning to guide and judge professional performance.

11. We must eliminate racial, religious, social-class, generational isolation and the isolation of the handicapped, and the prejudice and discrimination that isolation breeds; the "defeatist" or "snobbish" self-concepts it nurtures; and the mockery that this isolation makes of the fundamental right of access to equal education opportunity.

    Instead, we must reaffirm our belief that all human beings have a right to become all they are capable of becoming and that the education of other people's children is as important as the education of our own.

12. We must eliminate provincialism and the lack of opportunity to speculate about the unknown world ahead.

    Instead, our schools must foster global awareness with the view that all children of the present population will live in a mobile, international community solving problems with ideas and technology we cannot imagine, in a world as different from today's as today's is from that of the first settlers of this country.

Needed Reforms in Teacher Education

What are the needed reforms in teacher education which will produce the kinds of teachers who can reform the schools and create the aforementioned conditions for professional practice?

Educating A Profession includes 52 recommendations and 24 assertions. Briefly, these recommendations focus on: 1) the nature of professions and where teaching stands among them; 2) career long designs for teacher education; 3) governance; 4) individual and institutional quality controls and; 5) resources.

Among the recommendations are calls to expand the "professional culture" - a common base of underlying principles and repertoire of skills. The Report insists that a professional culture for educators is developing rapidly. Especially during the last decade there has been a proliferation of worthwhile teaching models, learning paradigms, planning systems, and evaluating processes.

The Report cautions that this developing professional culture is still in its early stage and has not been effectively disseminated to the majority of teachers. Thus, the teaching profession is urged not to underestimate the enormous task ahead of constructing valid, generalizable teaching and learning principles and disseminating these meaningfully to the entire profession.

The Commission argues for the "life space" necessary to prepare teachers and calls for a protracted program of professional education similar to other professions, extending the training period from four to five years, and adding an internship, with licensing after a period of demonstrated competence. The Report calls for the survival of only those preparation programs capable of providing the necessary "life space" for preparing professional personnel. The term "life space," is used to refer to the resources often in short supply in many teacher education programs -- time, facilities, personnel, instructional and research materials, access to quality instruction in other academic units, etc. Programs which lack sufficient "life space" and thus compromise quality standards, must either secure the resources, combine with other institutions in quality collaborative efforts to get resources or be abandoned.

The Commission reports that teaching will not become a profession until it develops quality controls that insure "safety to clients." The emphasis in the Report is on "entry to profession" criteria with a commitment to diversity and pluralism in selection processes. Periodic certification rather than lifetime certification is supported. Mandatory accreditation is recommended if seven prior conditions are met. The idea of voluntary accreditation was felt to be contrary to the notion of professional quality control.

The recommendations made with respect to inservice and continuing professional development include internships for the beginning teacher, the establishment of teacher centers, and adequate dollar appropriations on a formula basis specified for continuing education by state and local agencies. A career long professional program is called for, designed by the organized profession, with colleges of education serving as the training and development arm.

The Commission supports teacher centers as a collaborative governance system in which teacher education, the schools, teacher organizations, the university, the school board and the community, and state or intermediate agencies jointly develop new programs, and share ideas for improving current ones.

The Report observes that at this time it would appear that local school districts are the most significant single force operating to determine the quality of the profession. The profession must develop the "trust" level necessary for the state to delegate authority and responsibility for the development and evaluation of professional practice to the organized profession. Teachers must support this move by looking to their own professional expertise and the organized profession as a support system rather than the local employer for their professional authority.

Also, the issue of supply and demand was discussed in the Report. The Commission asserts that we are witnessing an under-employment of teachers rather than an oversupply of teachers. If the factors of need and quality had been considered, this country could have utilized 600,000 teachers last year. Yet, only 150,000 of the 300,000 produced were employed. We are experiencing an unprecedented period of educational default. At a time when we see large increases in "booze and bombs," we hear that this nation is too poor to support its schools and colleges. When viewed in relationship to unmet educational

needs, it is difficult to accept the current talk about a teacher surplus. About half of our communities are without kindergartens. Preschool education is nonexistent in most parts of the country, even though research shows that the first five years of life largely determine the characteristics of the adult. Our physically and mentally handicapped children are being neglected. Our high schools have less than one counselor for 500 students. There are hundreds of overcrowded classrooms with the resulting shallow teacher-pupil relationships and student anonymity that they produce. The teaching profession must turn this situation around. We must convince public officials in local, state and Federal agencies that the future of a nation that evades the responsibility of providing the resources to educate its citizens, and the teachers to teach them is bleak indeed.[5]

The Commission felt that the situation is not hopeless. If, as history indicates, professions achieve greatness during periods of great controversy and challenge, then the conditions for greatness certainly surround the teaching profession today.

In addition to the challenge factor, the Commission states that a number of conditions are currently favorable for the profession to make a "quantum leap" forward. That is, if the professional partners have the good sense to stop fighting amongst themselves and bring the full power of the profession to bear on the problems involved in reforming the schools and teacher education. The schools, teacher education and professional organizations must become parity partners in order to make this effort successful.

Beyond this brief summary, my intention at this time is not to rehash further the Bicentennial Commission Report for you. It has already been distributed to participants at this Conference. Most of you have read it or will be reading it. In addition, it has been summarized and reviewed in several places. I wish to

use the rest of my time with you to discuss some ideas which speak most dramatically to the kinds of reforms in teacher education which I believe are needed but are not fully addressed in the Report.

At the outset, I talked about reforms in schools and the purposes for these reforms. Since the theme of your Conference is the International Future of Teacher Education, I would like to briefly share some of my views of the future, and their implications for new directions in teacher education.

New Directions in Teacher Education: Human Service Education

We closed the CEPT Report with the following challenge: "What the profession needs is a totally new set of concepts regarding the nature of the emerging human service society, its educational demands, the kinds of delivery systems necessary to provide public access to continuing educational opportunity, and the types of professional personnel and training required to reform public education."[4] I want to discuss the concept of teacher education for the emerging human services society more specifically than it is addressed in the Report because I believe it has special significance to the profession of teaching, especially when viewed from a futures perspective. I speak on this topic with an interest that grows out of my first-hand experience in reorganizing a college of education three years ago around this theme. Some of you may not know that my college has been renamed, College of Education and Social Services, to reflect this transformation.

Emerging Human Services Society

We are in the midst of a dramatic change in how people earn their living as well as learn their living.

Sixty million jobs will change in character in the next generation. Six year olds starting school can expect their vocations to change at least three times during their lifetime, as skills become obsolete and facts wear out at a more rapid rate.

In order to keep pace with rapid changes in all aspects of life, no one will ever again complete education. In the past, continuing education has meant that individuals should continue their personal development on their own. In the future, all our citizens must find a formal education structure available which will prepare them to take advantage of new opportunities and to face the insecurities of a changing society promised as a better way of life.

The learning force will soon exceed the work force. Rather than talking about staffing schools, we must now talk about staffing the learning society.

At the same time we prepare people for productive lives in our changing economy, we must recognize that the notion of people as workers is becoming obsolete. However society's work may be distributed in the future, it is certain that most of the potential productive capacity of our population will not be needed to keep the economy functioning. Under such conditions, the quality of life led will be as important to a person's identity as the kind of work done. Education will thus have to include in its objectives preparation for the primary work of life, as well as a life of work, or as Buckminster Fuller aptly phrased it, "learning a living."

In contrast with the old industrial order, social analysts predict an emerging human service society which will employ increasing numbers of people providing services in proportion to those hired to produce goods.

A New Kind of Professional. One major implication of the prediction of an emerging human service society, is that a new kind of human service professional

will have to be prepared. Until recently, education and social service personnel interpreted professionalism in extremely conservative ways. They retained a loyalty to middle class values, deferred to administrators, kept silent about deficiencies of educational and societal services, and preached a gospel of dedication which smacked of mindless acquiescence.

Robert Nash and Edward Ducharme, of my faculty at the University of Vermont, have defined the kind of human service professionals needed for the emerging society as those who have abandoned thoughts of their own vested interest to concentrate instead on the long-term human and environmental effects of educational and social policies and programs. Professionally, they will be much less deferential to arbitrary authority, less specialized (in terms of specific knowledge, particular tasks and selected clients), and more assertive, flexible, advocative, and political. They will be competent to provide a variety of services in many sites; store front schools, social agencies, correction centers, senior citizen centers, and so on; wherever their services are needed.[6] Furthermore, it should be noted that in every human service agency there are now, and will continue to be a need for, trainer-teachers whose responsibility is to design programs, teach, and evaluate educational progress for other human service professionals.

A New Preparation Program. What I am leading up to is this: in the future our professional education programs must provide preparation for a variety of service professions, such as public school teaching, personal counseling, consumer advocacy, social work, and personnel management, plus a variety of self-help and advocacy groups. These groups will emphasize the general application

and transferability of specialized skills, knowledge, and philosophies in human service work taught previously in narrowly defined, separately organized, educational programs.

New training programs will stress practical skills and techniques and will also emphasize the multi-disciplinary knowledge needed for understanding the dynamics of people relating to people in a variety of societal and educational situations. Trainees will view themselves as "human service educators" and not solely as classroom teachers.

As we said in the CEPT Report, a human service educator is an effective teacher - at times a counselor, a human rights activist, a political ombudsman, a stimulator of human potential, and a group organizer. Whether through subject matter, human relations skills, or specific technology, a human service educator is able to help people discover more effective and satisfying means to improve themselves and their social institutions. In the sense that human service educators are helping people to learn a variety of skills, understandings, and values, then every human service educator is a teacher.[7]

The "human service educators" of the future will perform a broad range of services. They may be street workers or teach in settings which involve children and parents. They will relate to social service personnel in corrections, mental health, and rehabilitation agencies. They will be part of a team whose goal is to create healthy human communities. Indeed, the range of professionals educated by the new programs must be as broad as the needs of the communities served.

Needless to say, the current under-employment of teachers could be alleviated if educators were to diversify and begin to expand their developing human service opportunities. Thus, the central question for colleges of education is not "How can we continue to survive?" but "How can we help all professionals who work with

people in any helping capacity to become more effective teachers?" Only when educators reflect an enlarged view of the settings in which teaching is a vital function will the profession of teaching reach its full maturity. The teaching profession would do well to heed the CEPT Report recommendation that colleges of education seize the initiative by developing collaborative or unified programs across the human service professions to prepare professionals who can function effectively in a variety of human service careers.

A New Strategy for Reform. The strategy for improving the schools and community agencies in the past was to prepare new professionals with the most recent knowledge in their field, and send them out as crusaders to improve the schools and social agencies. In a large part, this strategy has failed -- the new recruits and their ideas were swallowed up by the system. The experienced professionals, those in the field who are 40-45 years old with 20 to 25 years of service left, are the "career" professionals. Unless we re-educate them right along with the new professionals, the schools and social agencies will not improve significantly.

New approaches to teacher education must be developed. Required is a strategy which brings together preservice and inservice teachers along with other social service personnel in the same training program in a team relationship. The program should have as its primary goal the improvement of all aspects of human service. Training should be developed as a by-product of a joint search for better ways to improve the delivery of educational care to people at all developmental ages and stages. From this cooperative school-college-community commitment to the larger end in view, creating healthy human communities, the training program will receive its relevance and vitality.

If our colleges of education are to become powerful instruments for social progress, we will need a new design. Central to this new design to prepare human service educators is a new partnership among agencies operating at different levels of the human services delivery system. We can no longer live in splendid isolation. We need to recognize that preservice education, continuing and inservice education, schools and social agencies, and the university and its colleges are interrelated and interacting components of one system. Colleges of education working along with other colleges, and cooperating teaching and community education centers, must become the training and research arm of that delivery system. Both financial and personal resources must be directed towards strategies that link schools and social agencies seeking to change with colleges seeking to break out of established patterns. Shuffling courses about is not the answer. A major shakeup is needed in the philosophy, form, and substance of professional education from the beginning introduction, extending throughout the lifetime career of education and social service professionals.

Educating A Profession: For What Purposes?
A New View of Accountability

If the teaching profession is to be visionary, it must also be accountable. The real accountability of the teaching profession runs to those who come after us. We control, for better or worse, the environment within which they will live their intellectual personal lives. We can destroy it and them. Worse yet, we can destroy their hope and their happiness by the framework of ideas we help them confront.

A profession which claims the authority over the intellectual lives of this civilization will be held responsible by its children for whatever reality they

will ever know. Whatever our governance structure, or our fiscal authority or our method of accounting, we had better be sure that our act of faith in the future creates a world in which our children may live to bless us.

The future is something we make. Trend is not destiny. Those who hope that education can be completely objective confuse some very important matters. There is no such thing as a "value-free" education. There is only the choice to be conscious and positive about our values, or to conceal and confuse them.[8] Human service educators and public school professionals had better have conscious, positive ends values. There never was a time when values were so much in demand.

The most important thing we could do at this particular period in history is to get our ends values clarified. Values serve the same functions for a profession that roots serve for a tree. Values pump vitality into a profession and fashion its character.

It is essential to know the difference between means values and ends values. For example, at many school board meetings and teacher conferences today, there is much talk about going back to the basics--back to reading. What bothers me most about this dialogue is that some people are talking about reading as if it were an end--a purpose for education. Reading is a means value, not an ends value.

To teach a human being to read, write, spell and do math and science with technical proficiency only, while neglecting to point out the moral purposes for which these skills are to be used, is to produce a menace to society. Reading is a lethal weapon in the hands of a person who uses it to build a better bomb to blow up his neighbor's house because his neighbor happens to have a different shade of skin color.

As Robert Nash reminds us, we must push accountability to its moral limits.[9] There is always another meaning implied by accountability. We are accountable when we are the cause of something. It makes little sense to speak of responsibility to our clients solely because we are teaching them to read, write, and compute, if, as an unintended outcome, we are also producing what Herbert Marcuse has called "unorganized de-humanized and one-dimensional, consumer-voters," or what C. Wright Mills has called "happy robots." We need to look no further than the recent Watergate tragedy for this lesson. We saw a parade of dishonest lawyers who undoubtedly studied the Bill of Rights backward and forward in law school. What was missing in their education? What was missing in the education of the group that tarred and feathered the school principal in a Detroit suburb because he was trying to organize city-suburban human relations projects? As educators, we must be held accountable whenever we cause students to accept the "beat the other guy before he beats you" assumption about the world in which they live.

The most severe shortcoming of our educational and social services programs is that we have concentrated on means rather than ends. Too often, we have maintained the "illusion of neutrality."

Education in its broadest sense (as Philip Phenix says the engendering of "essential meanings")--the kind of education that takes place in homes and on the streets as well as in schools, colleges, and social agencies--is the single most powerful force for eliminating the problems of discrimination, poverty, war, injustice and corruption.

We must restore a sense of social purpose to all levels of the education and human service delivery system. We must ask again, "How can we best use our time and talent to serve the public interest — to create a future more humane than the past?"

In conclusion, professionalism is still an evolving ideal neither owned nor fully defined by the established professions. There are multiple problems implicit in a too easy acceptance of professionalism as a guiding ideal. At its worst, professionalism connotes exclusion, self-protectiveness, excessive specialization, self-aggrandizement, formalism, authoritarianism, hierarchy, and mystification. Obviously, this is not the professionalism my colleagues and I urge in Educating A Profession. At its best, professionalism combines a high quality of basic knowledge, informed practice, and social commitment with a profound, individual dedication to helping people enrich their lives in their own best ways.[10]

We need to continue to enlarge the meaning of professionalism so that it becomes more democractic, client-nurturing and political than that which presently characterizes the established professions. In this regard, educators will have to consider the opportunities for enhancing professionalism inherent in the women's rights movement, the rise of teacher militancy; the expansion of consumer consciousness, and cultural pluralism, multi-cultural education, and global awareness.

The new teaching profession must shape the future, not just accept it.

FOOTNOTES

1. R. B. Howsam, Chrm., D. C. Corrigan, G. W. Denemark, and R. J. Nash Educating A Profession, Report of the Bicentennial Commission on Education for the Profession of Teaching (Washington, D.C.: American Association of Colleges for Teacher Education, 1976), p. 15.

2. Howsam, Corrigan, Denemark and Nash, Educating A Profession, p. 28.

3. Howsam, Corrigan, Denemark and Nash, Educating A Profession, p. 39.

4. Howsam, Corrigan, Denemark and Nash, Educating A Profession, p. 138.

5. D. C. Corrigan, "Do We Have a Teacher Surplus?" Journal of Teacher Education, Vol. XXV, No. 3, Fall, 1974, pp. 196-198.

6. R. J. Nash and E. R. Ducharme, "A Futures Perspective on Preparing Educators for the Human Service Society: How to Restore a Sense of Social Purpose to Teacher Education," in Teachers College Record, May, 1976, pp. 442-471.

7. Howsam, Corrigan, Denemark and Nash, Educating A Profession, p. 137.

8. A. B. Rollins, "A New Accountability," Commencement Address, University of Vermont, College of Education and Social Services, mimeographed, May, 1976, p. 4.

9. R. J. Nash, Accountability -- The Next Deadly Nostrum in Education," School and Society, December, 1971, p. 502.

10. Howsam, Corrigan, Denemark and Nash, Educating A Profession, p. 133.